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ABSTRACT

Assuming that radio listeners are more interested in programs where the pace is faster, two versions of a six-minute interview were devised and tested on 97 adult church choir members. Prior to the experiment, participants completed a questionnaire that requested information on their age, sex, education, radio station preference, and listening time. One group listened to a slow version of the interview where the speaker spoke for longer uninterrupted periods and responded to only four questions. The other group heard a faster version which contained 12 questions and answers. Results indicated that although there was no variation in the immediate responses from the two groups, the listeners who heard the slow version tended to recall the interview as being shorter and simpler than did the listeners who heard the faster version. Therefore, the positive effect of faster pacing was not proven. A statistically significant correlation found between immediate response and pre-existing interest in the content of the tape indicated the need for a more sophisticated match of audience profile, message content, and message structure in educational radio messages. (Author/HAI)

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Radio-Television Journalism Division

THE EFFECT OF PACE ON LISTENER INTEREST IN EDUCATIONAL RADIO MESSAGES

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THE EFFECT OF PACE ON LISTENER INTEREST IN EDUCATIONAL RADIO MESSAGES

As our population has grown, public educators have turned increasingly to mass media to reach their audience.* Both commercial and non-commercial radio offer a low-cost, easily accessible medium for reaching a large number of people. Despite the fact that production and broadcast of educational radio messages has expanded significantly, there has been little or no research on their effectiveness.

The public educator is faced with the problem of seeking to bring new ideas and concepts to an audience whose interest in a given subject is best predicted by pre-existing interest in that subject. Like the news editor, the educator uses professional judgment in selecting topics and designing interest-catching angles. Radio messages can also use aural equivalents of layout, headlining, photographs, spacing and other structural elements to enhance interest and attract attention. Such additions can be time consuming and expensive. However, if using these techniques can significantly heighten listener interest or hold it constant where it might otherwise wane, the expense and effort would be justified. As a first small step in providing experimental evidence for producing effective and efficient educational radio messages, a test was designed to identify the effect on listeners of two levels of pace in a six-minute educational radio interview.

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*Although public educators such as Extension Agents use a variety of educational formats, including formalized group sessions, I am concerned here with attempts to reach people outside of such formal means.

Relevant research to this experiment is limited and scattered. In 1935, Cantril and Alport carried out a series of experiments on audience effects of radio. Their study is unique--it is the only one to systematically experiment with individual structural components of radio messages. They report that using short sentences in the delivery of a radio message helped the listener recall nonsense phrases. The effectiveness of this manipulation was found to disappear, however, as the material became more interesting and unified.[1]

Structural elements have been defined by Lawrence Lichty in a content analysis of television entertainment programs. These are:

Units: "A short segment of a broadcast program in which some one type of material is presented, in which one idea dominates the action, in which the location remains the same. A new unit starts whenever there is a change in the program." Example: a musical number in a variety program, one phonograph record, a complete commercial.

Pace: "Effective pace and change of pace helps to arouse listener interest. Basic to the idea of pace is the average length of units in a program." Short units equals a faster pace. Longer units equals a slower pace. Pace should be appropriate to the content. There is also the impression of pace. The program should seem to be going somewhere.

Building and Strong Start: "The beginning units must be extremely effective so that the program may get off to a strong start. Within the body of the

program there should be contrast and change from one unit to the next. As the program goes on, it must continually build toward and reach a climax."

Variety: Different ways of expressing the theme or idea. Variety in types of materials and method of presentation. This does not disrupt unity."

Unity: "Every unit within the program must be related to a single theme, idea, personality, mood, etc."[2]

Advertising research implies that structural elements like pace are important in overall message effectiveness. One publication by Heighton and Cunningham describes formats, styles and appeals, and reports that commercial research firms regularly test advertisements on audiences. These tests, however, are generally made on completed or almost completed commercials, rather than on message elements. The results are apparently well-guarded secrets.[3]

Structural elements are not studied specifically in instructional mass media (radio and television) research. However, there are some interesting studies of the effects of forms of presentation (dramatization vs. straight talk for example) on learning and interest. Since one of the primary purposes of altering structural elements is to increase interest or liking of a message in order to improve learning, these studies are of some relevance. Reports by Fletcher[4] and by Chu and Schramm[5] collect and summarize research indicating that results are varied. They conclude that educators persist in believing that interest is important to learning, but experimental results only occasionally support that belief.

Finally, there are information theory studies designed to test the transmission of information "bits" through media. One such study of mechanically compressed speech concluded that the transmission speed of a message could be increased from 126 words per minute to 275 words per minute without significant loss of comprehension.[6] Although this study reports that compressed speech was less well liked, it does not deal directly with the question of holding or increasing audience interest in the message.

In summary, the available research suggests that interest in message content is a primary element. Changes in format structure and appeals probably affect listener interest, but there is no clear support for the assumption. Radio programming traditions assume that listeners will be more interested in programs where the pace is faster. They recommend increasing pace in interviews, for example, by using several short questions and answers rather than a few long ones. That is, in Lichty's terms, interviews with more units have faster pace. This assumption forms a base for the hypothesis: when message content is held constant, the application of an interview technique which creates a sense of relatively fast pace will increase listener interest. The experiment which follows was designed to test this hypothesis.

The Study

A six-minute interview was selected for study, since this is one of several "normal" lengths for interviews. Such an interview would be long enough to allow manipulation of units to produce significant variation in pace between two versions, but not so long as to bring in the

contaminating variable of variety. It would be short enough to be acceptable to volunteer experimental subjects.

The original interview was conducted in traditional "short question/short answer" interview style. This interview was 5:48 minutes long with 12 questions, 12 responses and a brief closing. For purposes of this study, I defined the traditional short question interview style as giving an impression of fast pace.

To alter the experimental variable, I generated a tape with slower pace. This was done by asking the Soil Science professor who was the original interviewee to return to the studio. He read sentences constructed to replace questions in the original interview. For example, when the interviewer said: "So you're talking about the difference between the soils in a forest and the soils in a cultivated field, right?" the professor read: "Now, what I'm talking about really is the difference between . . . etc." The revised sentence was physically edited into a copy of the original tape. In this new version, the professor seemed to talk right through what had originally been two answers. This method was used in order to maintain the sense of spontaneity and conversational quality of the original interview while including any additional information or repetition that may have been carried in one of the questions.

The result of this alteration technique was a "slow" interview tape of 5:43 minutes with four questions, four answers and the brief closing. The verbal content was identical within two or three words.

Each of these interview tapes was then mixed with music, advertisements and announcements to form two 12-minute tapes with the only variation being the interview changes. The purpose was to create an

atmosphere of a typical commercial radio broadcast segment, and to reduce the audience members' concentration on the interview.

Procedure

The subjects of the study were members of local church choirs in Madison, Wisconsin. Church choirs offered the opportunity to locate and test groups of adults of both sexes having a variety of ages, educational levels, radio listening habits and occupations.* A total of 97 persons from seven church choirs was tested. Some effort was made to include in the experimental group churches from the working class, professional and university areas of Madison. In the table following, group characteristics are compared to census data for the Dane County metropolitan survey area.

The table shows that the experiment sample significantly overrepresents women in the 35-54 age groups as compared to the actual population in the area and average education is nearly four years higher. Nonetheless, this sample provides a reasonable approximation of the community.

Each church choir was told that it would be participating in a study of radio. They consented in advance to the study. All choir members received a three-page questionnaire at the beginning of the test. (See Appendix A)

*Mindful of Lazarsfeld's criticism that much experimental research is conducted with college sophomores--about whose "typicality" there may be some doubt--I was determined to seek out a more "normal" adult group as experimental subjects.

TABLE 1. SAMPLE CHARACTERISTICS COMPARED TO CENSUS DATA

Study Sample					Metro Survey Area[7]				
Female			Male		Female			Male	
#	%a	AGE	#	%a	#b	%a	AGE	#b	%a
5	5.2	18-24	3	3.1	21.6	8.3	18-24	20.0	7.7
16	15.5	25-34	8	8.2	34.3	13.2	25-34	32.9	12.7
14	14.4	35-44	8	8.2	18.9	7.3	35-44	19.4	7.5
10	10.3	45-49	2	2.1	7.5	2.9	45-49	7.3	2.8
7	7.2	50-54	4	4.1	7.0	2.7	50-54	6.7	2.6
6	6.2	55-64	7	7.2	12.4	4.8	55-64	11.0	4.2
4	4.1	65+	2	2.1	15.1	5.8	65+	10.1	3.9
teens 12+ = 1 1%					teens 12+ = 35.4 13.6%				
TOTAL PERSONS = 97					TOTAL PERSONS 12+ = 259,600				

Mean age = 41.8 years
Mean education = 16 years
Average radio listening time (weekdays) = 2.8 hrs.

Median education = 12.6 years[8]
National average daily radio listening = 3.75 hrs[9]

a = % of total persons 12+ years old
b = number in thousands

Pre-Experiment Background: The first page of the questionnaire asked for basic information on age, sex, education, radio station preference and listening time. In addition, a pre-test measurement was made on the individual's interest in the subject of the experimental radio tape. Nine current issues were presented, each one followed by a 10 point (Likert-type) scale. Participants were asked to rate each issue on the scale in which 1 = "very important" and 10 = "not important."

Experimental Test: When participants completed the first page, they were asked to turn to the second page which contained a set of twenty 6-point (Likert-type) scales. These ranged from 1 = "interesting" to 6 = "not interesting." At this time, the 12-minute audio tape, described to participants as a "typical radio programming segment," was played. The tape included opening music, two commercials, the six-minute experimental interview on soil erosion, a third commercial and closing music. Throughout the tape, 15 electronic tones were inserted at irregular intervals.* These cued the participants to mark the appropriate "interesting/not interesting" scale on their sheet. (See Section III, Appendix A)

Post Experiment Summary: Following the conclusion of the audio tapes, participants were told to turn to the third page of the questionnaire. Here they were asked, among other questions, to mark a set of eight paired adjectives describing the interview. Each adjective set

*Tones were purposely placed at irregular intervals in order to avoid establishing their own pace. Their placement was identical in both versions of the tape.

was separated by a 6-point scale representing degrees of agreement with one word or the other.

Results

Three key variables were analyzed: Pace, Interest, and Response. Pace was determined by whether the subject heard the "fast" or "slow" version of the interview tape. These were coded "1" and "2" for later statistical analysis.

The second variable, Interest, is very important, since interest in message content could override most other elements of the radio interview. Thus, if members of one experimental group happened to be significantly more interested in the topic, soil erosion, than members of the other, the experimental variation could not be effectively tested.

Interest in soil erosion was determined before the experimental tape was played by asking participants to rate the importance of nine public issues including soil erosion. (See Section I, Appendix A)

On the average, soil erosion ranked 6th in importance among the issues (average score 3.4). Hazardous substances regulation was considered most important (2.6), mining taxation least important (4.8). Since interest in the topic was relatively low, there ought to be room for manipulation of structural variables to effectively increase interest without hitting a "ceiling."

Each experimental subject was assigned a soil erosion Interest score. This was derived through a standardized score procedure. Each individual's nine responses were averaged to derive a mean score. The soil erosion rating was then expressed in standard deviations from that mean. The two experimental groups were nearly identical in their

interest in soil erosion and their Interest scores were almost exactly at the mean (zero).

The third variable was Response. This was the dependent variable which should show differences in reaction to the interview tape that could be accounted for by the experimental variation. Scores on rating scales 7 through 14 on page 2 (Section III) of the questionnaire were cued to electronic tones within the experimental tape. For each individual participant, these eight responses were averaged to derive a mean Response score for the interview.

Although the paper and pencil "interesting/not interesting" scale is crude and simple, it offered an inexpensive, uncomplicated way of collecting immediate reactions. To some extent, it approximates the radio listener's continuing option of reaching out and changing stations.

These three variables--Pace, Interest and Response--were analyzed statistically to determine if the experimental variation in pace affected listener interest. Table 2 following summarizes the characteristics of the two experimental groups.

Data Analysis for Pace Variable

The two experimental groups did not differ significantly on their pre-existing interest in soil erosion as indicated by their Interest scores. Their evaluation of the tape as interesting, as indicated by their Response score, was not affected by whether they heard the slow or fast version of the tape. Thus there appeared to be no effect on Response from the alteration on the experimental tape. There was a statistically significant correlation between Interest and Response, however. Using a partial correlation, I found that Response is highly

TABLE 2. EXPERIMENT GROUP CHARACTERISTICS

Characteristic	Group I (Fast)	Group II (Slow)
Sex:		
Female	26 (59%)	37 (69.8%)
Male	18 (40.1%)	16 (30.2%)
Mean Age	40.5 years	43 years
Mean Education	15.9 years	14.7 years[a]
Radio listening (weekday)	2.9 hours	2.7 hours
Radio type:[b]		
"Talk"	37%	35%
"Music"	63%	65%
Total N	44	53
Interest Score	-.052	-.076
Response Score	3.741	3.886

a) Education was the only characteristic in which the two test groups were different at a statistically significant level. ($t = 1.992$)
b) Respondents were asked "What radio station do you listen to most often?" Format type was interpreted.

correlated with Interest when Pace is held constant. There is no significant correlation of Pace with Response holding Interest constant.[10] These findings are summarized in Table 3 following.

To crosscheck this analysis, a two-way analysis of variance was performed on the variables Response, Interest and Pace. This two-way ANOVA showed a highly significant probability of .006 for the variable Interest and nonsignificant P's of .327 on the variable Pace and .5576 on the interaction of the two. Thus, the conclusion of the correlation was substantiated and the hypothesis that listeners would report greater

TABLE 3. STATISTICAL RESULTS

Variables Compared	Result	Statistical Significance
Interest with Pace	t = .153	NS
Response with Pace	t = .575	NS
Interest with Response	r = .358	P = .0002
Response with Pace holding Interest constant	r = .118	NS
Response with Interest holding Pace constant	r = .361	P = .0002

interest in a program with a faster pace than in the same program with a slower pace was not accepted.

As a further analysis of the effect of varied pace on listener response, participants were asked to evaluate the interview program on eight paired adjective scales (Question 4, Section V, Appendix A). These scales were designed to reflect any differences in recalled perception of the test interview which might relate to the pace variation. Only two of the eight scales showed any statistically significant variation for the variable Pace: "short-long" and "simple-complicated." Significantly, "fast-slow" showed no difference.

TABLE 4. INTERACTION OF PACE WITH SELECTED PAIRED ADJECTIVES

Adjective Pair	Average Score Group I (Fast)	Average Score Group II (Slow)	Unpaired t-test	Statistical Significance
Short-Long	4.40	3.91	2.092	P < .05
Simple-Complicated	3.42	2.77	2.269	P < .05

Interestingly, the group hearing the slower-paced interview tended to recall it as significantly shorter than the group hearing the fast tape. The group hearing the slower tape tended to rate it as somewhat more simple than the group hearing the fast tape. Since there is no significant interaction between the variable Interest (which correlated highly with Response) and either Pace or these two adjective pairs, this effect of Pace on the perception of length and simplicity is probably real.

There can be two possible explanations for this finding. One is that the instrument was sufficiently imprecise and the difference small enough that the result is not meaningful. The other explanation suggests that people hearing an audio tape which has many elements, perceive it as longer and more complicated because more things have occurred in the time period. The audio tape which has just a few elements (as did the slow tape) is not so "full" and thus perceived as being shorter and simpler.

Data Analysis for Other Variables

The distribution of age, sex, reported radio listening time, and station type was similar in the two experimental groups. Only education varied significantly. These groups also showed remarkably consistent Interest and Response scores. Cross analysis of Interest and Response with demographic data showed some statistically significant variations. (See Appendix B, Tables 1 and 2)

Interest showed a small, but significant, positive correlation with education, and a less than significant, but positive, correlation with radio listening time. There was no cross correlation between

education and listening time. This suggests that to a limited extent ($r = .213$), higher educational level is associated with stronger concern for soil erosion as a public issue. In addition to its correlation with Interest, education showed small, but significant, correlations with two of the adjective pairs. (Appendix B, Table 3) As level of education increased, the respondents tended to rate the soil erosion interview as somewhat more disorganized and monotonous in both pace groups.

For the Response variable, significant variations were found between the sexes. Men tended to respond with a somewhat more negative rating than women. In addition, significant differences were found between the sexes for two of the eight paired adjectives. (See Appendix B, Tables 2 and 4) The men tended to rate the interview tape as less interesting, and more monotonous than the women in the experimental group.

In summary, these cross-correlations suggest that men may tend to be somewhat more critical in their evaluations of radio programs than women, and that people with more education tend to expect more variety and better organization from a radio tape than people with less education.

Looking in detail at the correlation of paired adjective scores with Response, we find that experiment participants were relatively consistent from the tape response portion of the test to the recall portion. Six of the eight adjective pairs in Table 5 following show very highly significant correlations with Response.

TABLE 5. CORRELATION OF RESPONSE VARIABLE WITH PAIRED ADJECTIVES

Adjectives (Ranked on Scale 1-6, Left to Right)	Average Score	Correlation Coefficient	Statistical Significance
Short-Long	4.13	.291	P = .004
Clear-Confusing	2.02	.559	P < .0002
Interesting-Uninteresting	3.25	.676	P = .0002
Fast-Slow	3.30	.101	P = .342 (NS)
Credible-Unbelievable	0.85	.401	P < .0002
Simple-Complicated	3.06	.186	P = .073 (NS)
Varied-Monotonous	3.96	.506	P = .0002
Familiar-Unfamiliar	3.39	.248	P = .016
Organized-Disorganized	1.99	.401	P < .0002

The highest correlation was with the pair "interesting-uninteresting." These were the same words used in the middle portion of the experiment from which the Response variable was derived. To varying degrees, those who rated the interview tape more interesting also rated it as more clear, credible, varied, simple, familiar and organized. There was a slight tendency to perceive the interview as more simple although this correlation is not statistically significant at the .05 level.

Results of the correlation on the pairs "long-short" and "slow-fast" are particularly interesting. Those who responded more positively to the interview tended to find it shorter, but they did not tend to find it significantly faster. This suggests that

being interested in the content of a message will affect a person's sense of duration but not of speed.

In summary, varying degrees of "halo effect" were found, covering from 3% to 30% of the cases. Experiment participants who responded more positively during the interview tended also to recall it more positively afterwards. Two of these correlations are probably enhanced by the interaction of Response with the Interest variable. Positive correlations were found between Interest and two of the paired adjectives. (No other significant correlations of Interest were found with paired adjectives.)

TABLE 6. CORRELATION OF INTEREST VARIABLE WITH PAIRED ADJECTIVES

Adjectives (Ranked on Scale 1-6)	Correlation Coefficient	Statistical Significance
Interesting-Uninteresting	.223	P = .03
Credible-Unbelievable	.401	P < .0002

Discussion

The effect of pace alteration is not sufficient to change immediate response to the interview tape in a consistent and statistically significant way. However, it does seem to affect recalled evaluation of the interview. And it does so in an unexpected direction. Logically the "faster" version would have seemed shorter because it creates a sense of moving more quickly. Similarly, the insertion of many questions in an interview would be intended to have the effect not only of increasing the pace, but of directing, organizing and reinforcing the discussion, thus making it simpler to follow. But these relationships did not hold

in this study. It would be most useful to explore further these unexpected results of the pace experiment. Such experiments may reveal other negative effects of increased pace which are not now recognized. The result could be a significant modification of our present production styles and traditions. It would be interesting to test the effects of actual speed of delivery as well as shorter and longer versions of the same story on both perception and learning.

Although the variation between the two tapes was not sufficient to produce significant differences in the Response scores of the two groups, it was distinctly perceptible to a trained radio producer. This recalls one of the important characteristics of the radio medium--there is no immediate feedback from the audience. The radio producer gets most immediate feedback from peers at the station. Naturally other professionals would notice and reinforce or correct style characteristics like pace. Style characteristics are easier to talk about and manipulate than content, and they represent the in-group concern--much as paper quality and paint brands might concern water color artists.

In longer messages or in messages where a variety of structural variations are introduced, some greater impact on listener perception is likely. Commercial radio has increasingly turned to programming "sounds" or styles (e.g., "all country" or "Beautiful Music") to attract audiences. Surveys show that audience members do discriminate between station styles and have a preference. So, while the impact of structural variables on individual short segments is small, it must ultimately cumulate with other variables into an overall style.

This discussion of style raises an important issue not yet considered in this paper--meeting the demands and expectations of radio

station "gatekeepers." Further studies of the effect of structural and style characteristics on listeners may be useful in convincing program directors to accept educational messages which differ from the standard sound.

Some radio professionals argue that audience expectations play a significant role in shaping a listener's response to radio messages. While this seems logical, listeners may be a great deal more tolerant than producers suspect. This study also collected information on which radio station the participant listened to most often. A very high number of respondents (36%) reported listening to educational radio stations in Madison (WHA AM and WERN FM). This compares to an actual market share of about 12.6% in a week. I speculated that people who report listening regularly to educational stations might show a more positive response to the style and pace of the interview presented in the test. These stations program a large portion of their broadcast hours to interview material.

There was no interaction between pace and radio type. Despite reporting strong listening preferences to "talk" stations, respondents did not seem to be either more or less positively disposed to the test interview. One possible explanation is that participants who report listening primarily to the public radio stations in Madison do so to hear the significant amounts of classical music programming aired by those stations. Since participants were choir members and presumably oriented to serious music, this seems like a logical explanation. Still, further study on the effect of stylistic or program expectations on response to individual programs would be useful.

The correlation of response to the radio interview with pre-existing interest is significant but not overwhelming. While it may predict subsequent interest more accurately than other variables studied, it still explains only about 13% of the VARIATION in this study. It would be useful to explore specific audience characteristics other than standard demographic data in order to develop a useful listener profile for educational radio message producers.

Results of this experiment tend to confirm the expectation that listeners who are interested in a radio program will rate it more positively than listeners who are not interested. The obverse may also be true--listeners who find the program more confusing, disorganized, unfamiliar, monotonous, or unbelievable, will tend to rate it as less interesting. It would be very useful to explore the direction of this evaluation. Presumably message characteristics could be altered to meet listener needs for clarity, organization, etc. However, it would be useful to establish if negative rating on the paired adjectives was simply an expression of disinterest or dislike due to some other source.

Finally, the stronger interest in soil erosion as an issue among people with higher educational levels confirms a need for educational radio programmers (who tend to be highly educated) to be wary of how they select issues for broadcast.

The exciting expansion of public radio stations over the past eight years, growing from 80 to 198 CPB certified stations, offers strong encouragement for further research into educational messages. Although 198 stations is a miniscule percent of the more than 7,000 existing stations in the United States, it represents a vigorous

rebirth of attention to serious talk radio. Nearly every element of serious radio which was dropped in the 1940's needs to be retrieved, examined and updated for the 1970's and 1980's. While radio probably will never again attain the status of the national medium, with continued government support, radio will once again serve a significant group of people who listen seriously and learn.

Summary

The effect of altered pace on listener interest in and perceptions of an educational radio interview is small, but unexpected. While no variation was found in overall response to the interview, listeners hearing the "slow" version tended to recall it as shorter and simpler than listeners hearing the "fast" version. The effect of pre-existing interest on response is statistically significant, but accounts for only about 13% of the cases. These results suggest that further research is needed to provide more sophisticated assumptions for matching audience profile, message content and message structure in educational radio messages.

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APPENDIX A

Following is a list of several current issues. Please give your opinion of their importance by marking the scale following each one. Circle the number 1 if you think it is very important, the number 10 if it is not important at all, etc.

SECTION I

	very important									not important
Hazardous substances regulation	1	2	3	4	5	6	7	8	9	10
Uniform property assessment	1	2	3	4	5	6	7	8	9	10
Economic development	1	2	3	4	5	6	7	8	9	10
Land use planning	1	2	3	4	5	6	7	8	9	10
State employee salaries	1	2	3	4	5	6	7	8	9	10
Soil erosion control	1	2	3	4	5	6	7	8	9	10
Mining taxation	1	2	3	4	5	6	7	8	9	10
Nursing home regulation	1	2	3	4	5	6	7	8	9	10
Dairy price supports	1	2	3	4	5	6	7	8	9	10

SECTION II

Now, please give us a little information about yourself:

1. What is your birth date? ___month___day___year
2. What is your sex? ___female ___male
3. How many years of school (including college) did you complete? (Circle number)

   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Over 20
   elementary /high sch. / under grad/ grad school
4. Everyone has a variety of jobs and responsibilities (homemaker, student, employee, professional, etc.) Please describe your most important job._____
5. What radio station do you listen to most often? _____
6. About how much time do you spend listening to the radio each week day?_____ each week end day?_____

Each time you hear a tone on the recorded radio tape segment, circle a number on the appropriate scale below. Circle number 1 if you think the material you just heard was very interesting, circle number 6 if you think it was not interesting at all, etc.

SECTION III

	interesting					not interesting
1.	1	2	3	4	5	6
2.	1	2	3	4	5	6
3.	1	2	3	4	5	6
4.	1	2	3	4	5	6
5.	1	2	3	4	5	6
6.	1	2	3	4	5	6
7.	1	2	3	4	5	6
8.	1	2	3	4	5	6
9.	1	2	3	4	5	6
10.	1	2	3	4	5	6
11.	1	2	3	4	5	6
12.	1	2	3	4	5	6
13.	1	2	3	4	5	6
14.	1	2	3	4	5	6
15.	1	2	3	4	5	6
16.	1	2	3	4	5	6
17.	1	2	3	4	5	6
18.	1	2	3	4	5	6
19.	1	2	3	4	5	6
20.	1	2	3	4	5	6

Interview Responses

Dummies Not Used

Now that you have heard the tape, a few more questions:

SECTION IV

1. Using the scale as you have before, please rate how well you liked each component of the radio programming segment.

	liked					disliked
Beginning music	1	2	3	4	5	6
Car-X muffler ad	1	2	3	4	5	6
Fox softener ad	1	2	3	4	5	6
Soil erosion interview	1	2	3	4	5	6
Foreign car ad	1	2	3	4	5	6
Ending music	1	2	3	4	5	6

2. Please evaluate the Car-X muffler ad by placing a mark along the line between the paired words below.

monotonous___:___:___:___:___:___varied
credible ___:___:___:___:___:___unbelievable
slow ___:___:___:___:___:___fast
complicated___:___:___:___:___:___simple

3. Please indicate your primary reason(s) for the responses you gave to question 2:

_____

SECTION V

4. Please evaluate the interview on soil erosion by marking the paired words below.

long ___:___:___:___:___:___short
confusing ___:___:___:___:___:___clear
interesting ___:___:___:___:___:___uninteresting
slow ___:___:___:___:___:___fast
unbelievable ___:___:___:___:___:___credible
simple ___:___:___:___:___:___complicated
varied ___:___:___:___:___:___monotonous
familiar ___:___:___:___:___:___unfamiliar
disorganized ___:___:___:___:___:___organized

5. Please indicate your primary reason(s) for the responses you gave to question 4:

_____

6. Have you ever heard of Dr. Francis Hole before? ___yes ___no

APPENDIX B

Detailed Tables of Statistical Analyses

TABLE 1. COMPARISON OF INTEREST WITH PARTICIPANT CHARACTERISTICS

Item	Mean	Statistical Test	Result	Significance
Sex	F=-.111 M=.019	t-test	t = .794	NS
Age		correlation	r = -.075*	NS
Education		correlation	r = -.213	P = .0366
Radio listening (weekday)		correlation	r = .175	P = .0990 NS

*Negative correlation coefficients reflect the fact that the scale showed stronger interest or more positive response with a lower number.

TABLE 2. COMPARISON OF RESPONSE WITH PARTICIPANT CHARACTERISTICS

Item	Mean	Statistical Test	Result	Significance
Sex	F=3.6 M=4.2	t-test	t = 2.069	P = .05
Age		correlation	r = -.104	NS
Education		correlation	r = .026	NS
Radio listening (weekday)		correlation	r = -.036	NS

TABLE 3. CORRELATIONS OF EDUCATION WITH ADJECTIVE PAIRS

Adjective Pair	Correlation Coefficient	Statistical Significance
ORGANIZED-DISORGANIZED	.300	P = .0028
Varied-monotonous	.210	P = .0424

TABLE 4. INTERACTION OF SEX WITH SELECTED ADJECTIVE PAIRS

Adjective Pair	Average Score F	Average Score M	Unpaired t-test	Statistical Significance
Interesting-uninteresting	2.96	3.78	2.43	P = < .05
Varied-monotonous	3.61	4.60	3.062	P = < .02